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AUTHOR Ardoff, David G.; Weaver, Jerome F.
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ABSTRACT

Evaluated was a pilot study on the use of behavior modification with 116 delinquent boys (8- to 15-years-old) committed to a residential treatment center. Upon assignment to classes, each S was placed on an individual contract which, when completed, was worth points redeemable for such things as candy and potato chips. Ss were administered the Wide Range Achievement Test, the Shipley Institute of Living Scales, and the Jesness Personality Inventory prior to and following the experimental program. Results showed that a token economy at the classroom level was effective in improving the quality and the quanity of learning skills, while raising achievement in reading and arithmetic; in affecting improved classroom behavior and positive changes in attitudes; in attaining increased skill in economics; and producing value systems oriented toward intangible and social reinforcers. From the study, a token economy handbook was devised which includes sections on purpose, daily scoring guidelines, tabulation process, reward system, and weekly system. Also included are appendixes on student-teacher contracts and the Jesness Inventory. (SB)

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MINI-GRANT PROJECT EVALUATION FORM

Name David G. Ardoff / Jerome F. Weaver Project Title Token Economy At The Classroom Level No. 243JH

Date April, 1975

Description of Project as Originally Proposed

The intention of the project was to provide a pilot study at the classroom level to modify behavior, improve achievement; and, to provide an environment of positive reinforcers that would provide a useful tool in the treatment of adjudicated delinquent boys committed to a residential treatment center -- Boys Totem Town.

Objectives of the Project (as stated on your Application Form)

Specifically, five objectives were expected to be achieved. They were:

1. Improved quantity of achievement;
2. Improved quality of achievement;
3. Modification of behavior including
   a. over-all improvement of classroom behavior and,
   b. modification of individual behaviors by contingency management procedures;
4. Develop a skill in economics; and
5. Assist in clarification of values from immediate and tangible rewards to long term less tangible rewards.

To What Degree Was Each Objective Met? Explain:

Two groups of subjects were constructed to determine the affectiveness of the token economy program and labeled control group and experimental group.

EC 080 301

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Subjects committed to Boys Totem Town during the first and second trimester of the 1973-74 academic year constituted the control group while those present or committed during the third trimester made up the experimental group. A separation of groups was obtained by post testing control subjects at the end of the second trimester and the post test was considered a pre test for those subjects that would be present during the third period. Very few of these cases occurred; however, since most releases from Boys Totem Town occurred at a trimester break. A minimum of four weeks participation in either the control or experimental program was required before the subject was included in the project.

Subjects were tested using the Wide Range Achievement Test to establish level of reading, spelling, and arithmetic skills attained upon commitment. This same test was administered as a post test to determine achievement within these skill areas. The Shipley Institute of Living Scale was used for the subjects' intelligence quotient (I.Q.).

In each instance the control and experimental subjects mean grade level placement, age, I.Q., reading level, spelling level, and arithmetic levels were calculated to determine the similarities of the two groups studied. Table I provides a summary of data describing the similarities of the two groups studied. From the data shown, both groups studied appeared very much the same on the basis of age, intelligence, grade placement, and achievement levels.

Insert Table 1 About Here

Upon assignment to classes participating in the project, each subject was placed on a contract. The contract for the control group is shown by Appendix A and the addendum shown by Appendix B constituted the contract for the experimental group and represented the basic difference within the project structure.

TABLE I. SUMMARY OF SUBJECTS INCLUDED IN THE PROJECT

Data	Control Group(N=89)	Experimental Group(N=116)
$\bar{X}$		
Grade Level	9.9	9.7
Age	15-8	15-7
I.Q.	95.6	95.7
Reading Level	8.0	7.8
Spelling Level	6.2	6.0
Arithmetic Level	5.9	5.7

The first objective of the project was met in its entirety as evidenced by data shown in Table 2. The quantity of tasks attempted by the experimental group of subjects indicated a 3.92 fold increase over that of the control group. As is shown, the experimental group earned a point in an assigned academic task every 0.88 minutes while the control group required 3.45 minutes to earn the same point in the academic task assigned.

Insert Table 2 About Here

The second objective, likewise, was met in its entirety. Table 2 shows points earned per points attempted increased from 60.5 percent for the control group to 76.4 percent for the experimental group. This expresses 15.9 percent improvement in the overall quality of tasks attempted.

Although it was not an originally proposed objective, additional gains in academic skills as measured by the Wide Range Achievement Test were observed. These gains are summarized by Table 3 and tests of

Insert Table 3 About Here

significance applied to the differences in means between the control pre - post tests and the experimental pre - post tests indicated the greater significance of differences in means was achieved by the experimental group, with one exception, being in the area of spelling. However, gains shown would be considered significant since the gain was approximately equivalent to 0.3 of a year which was closely approximated to the average length of stay of each subject committed to Boys Totem Town. As shown in Table 3, the more significant gains were in the area of reading skills and arithmetic skills. Gains made by the experimental group in reading skills were twice that of the control group while arithmetic gains by the

TABLE 2. SUMMARY OF QUANTITY OF TASKS ASSIGNED AND CHANGES IN BEHAVIOR

Criterion	(N) Control Group	(N) Experimental Group
Time in Class	(89) 54,370 Min.	(116) 61,238 Min.
Points Attempted	(89) 26,029	(116) 91,634
Points Earned	(89) 15,770	(116) 69,986
Time Per Point Earned**	(89) 3.45 Min.	(116) 0.88 Min.
Points Earned Per Points Attempted***	(89) 60.5%	(116) 76.4%
Average Points Earned in School*	(456) 37.77	(506) 38.10

*A total of 40 points in school indicates excellence.

**Indicates a 3.92 fold increase in quantity of tasks attempted.

***Indicates a 15.9% increase in quality of tasks attempted.

TABLE 3. SUMMARY OF ACHIEVEMENT GAINS (LOSSES) BETWEEN CONTROL AND EXPERIMENTAL GROUPS

Achievement Criteria	Control Group						Experimental Group					
	(N)	$\bar{X}$ Pre Test	(N)	$\bar{X}$ Post Test	Diff.	t-test of Significance	(N)	$\bar{X}$ Pre Test	(N)	$\bar{X}$ Post Test	Diff.	t-test of Significance
Reading	(34)	7.19	(34)	7.42	+0.23	$> .25 < .10$	(51)	8.0	(51)	8.6	+0.6	$> .10 < .05$
Spelling	(34)	5.64	(34)	5.90	+0.26	$> .25 < .10$	(51)	6.3	(51)	6.6	+0.3	$> .25 < .10$
Arithmetic	(34)	5.89	(34)	6.20	+0.31	$> .25 < .10$	(51)	5.8	(51)	6.7	+0.9	$> .01 < .005$

experimental group were three times that of the control group. The range of significance of these gains are shown in Table 3.

Unlike the first two objectives, the third proposed objective was met only in part. Here, the proposal was that overall classroom behavior would improve between the control and experimental group. It is shown from Table 2 that the 89 subjects whose weekly scores in school were monitored over a period representing 456 scoring periods attained an average weekly score of 37.77, while the experimental group of 116 subjects monitored over a period representing 506 scoring periods obtained an average weekly score of 38.10, no statistical test was made to test the significance of the difference between these means. However, a satisfactory school score constituted 38.0 points and based on this premise, it was shown that the experimental group achieved satisfactory scores while the control group did not. Since these scores were evaluated by the entire teaching staff, it was possible to extrapolate the finding that participation in the token economy affected the overall behavior within the treatment facility and was not confined only to those classrooms providing the token economy. This was also substantiated by comments and attitudes expressed by those staff taking charge of the population at the end of the school program. They observed improved attitudes and behavior throughout the afternoon and evening program by a great majority of the members of population.

As previously stated, the third proposed objective was met only in part. It was the intention of the project to also modify individual behavior by contingency management procedures. However, because the project exhibited an extremely broad scope of desirable outcomes and a limited

number of subjects with extreme behavior problems existed within the experimental group; that portion of the proposed outcome was not achieved to the extent that an evaluation by objective data could be made.

Two additional objectives were proposed and evaluated on a less formal basis by staff observations. These objectives included: developing a skill in economics; and, assisting in a clarification of values from immediate and tangible rewards to long term, less tangible rewards.

It was observed that the subjects assigned to the experimental group quickly learned to tabulate the total points they had earned, the balance remaining upon spending of their points, and points required to purchase the desired reinforcer. Likewise, they rapidly became aware of the value applied to each project and the consequences of attaining the highest score possible on any assigned project or learning task.

Difficulty in check writing procedures were rapidly overcome and eventually each subject developed a skill that was purposeful and necessary for future life.

Generally, in terms of value clarification, it was observed that younger subjects tended toward the purchase of more tangible rewards while older participants selected less tangible rewards or rewards of higher value which required a "savings program" so as to accumulate the necessary assets that would allow them to purchase these items.

An additional objective, not originally proposed, involved the affect of the token economy process on the personality of the subjects that were involved.

Subjects assigned to the control and experimental were administered the pre and post Jesness Personality Inventory (an analysis of the Jesness Personality Inventory manual by E. C. Carrell is shown in Appendix C. A summary of the significant differences in means is provided in Table 4.

.....
Insert Table 4 About Here
.....

By Table 4 it is shown that significant changes occurred in the personality profiles of both the control group and the experimental with more significant changes occurring in the experimental group. Specifically, statistical analysis using a t-test with pooled variances did show that the token economy program caused significant reduction in personality sub areas of social maladjustment, value orientation, alienation, manifest aggression, and asocial behavior toward non-delinquent means. One area, denial, did increase with the experimental group at a level of confidence greater than .01 but less than .005. This was reasonable since denial of family conflicts affects placement of subjects upon release from Boys Totem Town.

Using the criterion suggested in Carrell's analysis of the Jesness Personality Inventory provided by Appendix C, significant changes occurred in the asocial index; an accumulation of all sub areas of the Inventory and a predictor of asocial index; an accumulation of all sub areas of the Inventory and a predictor of asocial or delinquent behavior. The data obtained indicated subjects assigned to the control group reduced the mean t-scores from 67.7 to 65.3, which was significant at greater than .25 but less than .10 level of confidence. Also, significant changes occurred by those subjects assigned to the experimental group. It was

TABLE 4. SUMMARY OF CHANGES IN PERSONALITY AS MEASURED BY THE JESNESS PERSONALITY INVENTORY

Criterion	Control Group (N)	$\bar{X}$ Pre Test t-Score	(N)	$\bar{X}$ Post Test t-Score	Diff.	t-test of Significance	Experimental Group (N)	$\bar{X}$ Pre Test t-Score	(N)	$\bar{X}$ Post Test t-Score	Diff.	t-test of Significance
Social Maladjustment	(80)	62.9	(64)	59.2	-3.7	> .025 < .01	(34)	64.4	(34)	58.2	-6.2	> .005 < .0005
Value Orient.	(80)	53.7	(64)	50.3	-3.4	> .025 < .01	(34)	57.9	(34)	49.5	-8.4	> .005 < .0005
Immaturity	(80)	52.2	(64)	49.8	-2.4	> .20 < .10	(34)	54.5	(34)	52.9	-1.6	> .40 < .25
Autism	(80)	53.9	(64)	53.0	-0.9	> .40 < .25	(34)	57.8	(34)	54.4	-3.4	> .10 < .05
Alientation	(80)	54.8	(64)	51.7	-3.1	> .05 < .025	(34)	60.1	(34)	53.6	-6.5	> .01 < .005
Manifest Aggress.	(80)	50.8	(64)	48.1	-2.7	> .01 < .05	(34)	54.1	(34)	47.2	-6.9	> .01 < .005
Withdrawal	(80)	52.9	(64)	50.9	-2.0	> .25 < .10	(34)	52.1	(34)	51.0	-1.1	> .40 < .25
Soc. Anxiety	(80)	46.6	(64)	46.4	-0.2	> .60 < .40	(34)	43.9	(34)	43.0	-0.9	> .40 < .25
Repression	(80)	47.0	(64)	46.6	-1.1	> .40 < .25	(34)	50.8	(34)	52.1	+1.3	> .40 < .25
Denial	(80)	47.3	(64)	50.8	+2.5	> .10 < .05	(34)	44.2	(34)	51.4	+7.2	> .01 < .005
Asocial Index	(80)	67.9	(64)	65.3	-2.6	> .25 < .10	(34)	67.2	(34)	62.5	-4.7	> .025 < .01

Differences are recorded as (-) since desirable changes would be downward.

shown that the subjects assigned to the experimental group changed from a mean t-score of 67.2 to 62.5 which was found to be significantly greater than .025 but less than .01 level of confidence. Although levels of confidence statistically derived were similar, the difference in means by the experimental group was nearly two-fold that of the difference attained by the control group. To better understand these differences, it is important to note that Carrell's analysis refers to raw scores of 23, which is equivalent to a t-score of 66, which gives a 90 percent chance of predicting delinquent behavior and attitudes.

Have Techniques and Practices Originated or Developed During the Course of the Project Been Incorporated in a School Program?

What Schools?	Explain:
Boys Totem Town	Effective January 2, 1975, the entire program at Boys Totem Town was modified to incorporate techniques and practices developed during the course of the project. Appendix D (Boys Totem Town Token Economy Handbook) describes the modification made within the total program at Boys Totem Town.

Summary and Recommendations

In summary, it is suggested that a Token Economy at the Classroom Level is affective in improving quantity and quality of learning tasks while raising achievement in reading and arithmetic skills. Likewise, the Token Economy affects improved classroom behavior and caused positive changes from delinquent attitudes toward those exhibited by non-delinquents. In addition, subjects attained increased skill in economics and tended to improve value systems toward more intangible and social reinforcers.

Based on present findings, it is recommended additional study be made to utilize contingency management procedures to modify specific behavior of subjects treated under a Token Economy Program.

APPENDIX A

STUDENT-TEACHER CONTRACT

(CONTROL-GROUP)

STUDENT-TEACHER CONTRACT

I, _____, grade _____, being _____ years of age, and assigned to science class at Boys Totem Town, 398 Totem Road, St. Paul, Minnesota do hereby enter into agreement with Mr. D. G. Ardoff(Science Teacher); for the purpose of obtaining a credit or portion of credit in _____ grade science do agree to complete the attached work assignment sheet(s) using _____ as a reference text. The grade received shall be determined by:

1) Quality of individual assignments (installments) evaluated on the basis of percentage according to the table shown-

98-100% - A	46-54% - C
91-97% - A-	37-45% - C-
82-90% - B+	28-36% - D+
73-81% - B	19-27% - D
64-72% - B-	10-18% - D-
55-63% - C+	0-9% - N(-3 effort points)

2) Total amount of tasks assigned.
3) Extra credit consisting of reading and reporting (written or oral on book(s) dealing in or with the area of science or one agreed upon by teacher and student. Credit received shall be ½ grade for each book(s) for week ending on any Friday.

In the event said agreement is defaulted by failure of student to complete daily assignment (installments) of tasks mutually agreed upon, the teacher may deduct from a total score of 40 points assigned to the school score summary, a number of points determined by student and/or teacher. Also, the grade to be received may be reduced dependent upon the total tasks assigned vs. total installments turned in. Due dates for any installments may be extended upon agreement by student and/or teacher.

If default is due to poor conduct, it is agreed that such penalty determined by teacher shall be assessed by deducting points from a total score of the 40 points assigned to the school score summary. Points deducted shall be determined by: a) mutual agreement of student and teacher; b) the teacher; or c) by the said student's peers assigned to the class.

This contract is entered into and becomes effective _____, 19____

_____ witness

_____ student

_____ witness.

_____ teacher

Installments (tasks) due are included on attached sheets. Student's initials _____

Name_____

Activity (Project)	Date Assigned	Date Completed	Score/Grade

APPENDIX B

STUDENT-TEACHER CONTRACT

(EXPERIMENTAL GROUP ADDENDUM)

This attachment becomes part of the student-teacher contract during the _____ trimester, 19_____.

1. For projects attempted, I shall receive grades and school scores on the weekly school score summary as shown by each of the paragraphs on the front sheet.

2. In addition, I shall be credited with token points according to the total number of points found to be correct on projects attempted. Token points earned shall/or can be used to purchase items of value.

3. Items to be purchased must be approved by the teacher which is shown by the countersignature on the back of the token bank check. Items that I may purchase include:

    a. Candy Bar - 25 points;
    b. Soft Drink - 50 points;
    c. Potato Chips - 75 points;
    d. Model Cars - 200 points;
    e. Telephone Call to Parent - 200 points;
    f. Telephone Call to Friend - 300 points;
    g. Merchandise - you may select items from the LaBelle or Snyder Drug Stores with a value placed upon it equal to one penny per point and up to a maximum of $7.00 or 700 points. An example may include hygiene items, or any item approved by the teacher.

4. To purchase any item I agree to follow this procedure:

    1. Accumulate points up to the value of items to be puchased;
    2. Obtain check blank from the token bank;
    3. Fill out the check in its proper form and return to the teacher who will debit my account for the value of the item purchased and place it in the hour box. With the exception of merchandise, the Treatment Director, or Assistant Superintendent, or their designated official will distribute purchased items during the evening program at their convenience. Merchandise ordered will be obtained by the teacher. I should allow at least <u>two</u> days for delivery.

    This attachment is part of the total contract between me (student) and the teacher.

    Teacher's Initial _____

    Student's Initials _____

APPENDIX C

THE JESNESS INVENTORY

THIS HANDBOOK IS AN INFORMAL REWORKING OF THE JESNESS MANUAL TO PERMIT BOYS TOTEM TOWN TEACHERS TO EXPEDITIOUSLY WRITE REPORTS, CONFER WITH SOCIAL WORKERS, AND HAVE KNOWLEDGE OF THE JESNESS. THE USE THEREOF IS RESTRICTED TO THE WORK AT HAND AT BOYS TOTEM TOWN.

Emmett D. Carrell

ASOCIAL INDEX:

Raw Score of 23 indicates a tendency toward delinquency of about 90 percent.

Cutting raw score of 24 gives 99 percent chance of being delinquent.

THE PROFILE:

T-Score of 50 is normal non-delinquent.

Seventy and above indicates delinquency characteristics, causes, traits, and can be considered an area of difficulty. With reasonable caution, keen observation, and staffings, these areas lend themselves to reporting data.

SM (SOCIAL MALADJUSTMENT):

Def.: The individual shares attitudes expressed by persons who show an inability to meet, in socially approved ways, the demands of living.

HIGH SCORE:

He tends towards a negative self-concept.

He feels at once misunderstood, unhappy, and worried.

He shows a marked distrust of authority.

He blames others for his problem; however, he maintains an unrealistic and overgenerous evaluation of his parents.

He is often aware of and bothered by feelings of hostility.

He has trouble controlling feelings of hostility.

His sensitivity to criticism suggests a lack of ego strength.

Some items imply failure in masculine identification.

Uneven development of conscience can be inferred from the fact that he views as acceptable much behavior which is generally regarded as antisocial.

THE HIGH SM SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

Poor social relationships with peers.

Aggressive behavior.

Poor school performance

Intelligence (WISC) (-22)

CALIFORNIA PERSONALITY INVENTORY (CPI):

Achievement in conformity (-71)
Tolerance (-69)
Sense of well-being (-67)
Socialization (-60)
Responsibility (-60)
Sociability (-54)

NOTATION: Raw Scores decrease with age.

VO (Value Orientation):

Def.: Main themes of lower class culture: trouble, luck, thrill motif, fear of failure, gang orientation, toughness ethic, desire for premature adulthood, a tendency to view tension or anxiety in terms of specific, concrete symptoms.

Delinquent lower class	vs	Non-delinquent lower class
denies family conflict		critical of family
feels isolated		identifies with group membership
is less confident, avoids fights, aims hostility outward to society and authority figures.		does not avoid a fight of necessity
is naive and immature in his evaluations		is cynical and skeptical of others' behavior

THE HIGH VO SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

CPI

Achievement via conformity (-84)
Value Orientation and Tolerance (-76)
Responsibility (-73)
Socialization (-70)
Self-Control (-68)
Intellectual Efficiency (-68)
Sense of Well-Being (-63)

FRICOT RANCH STUDY

Significantly related to:
1. nonconforming
2. rule-violating behavior
3. lack of responsibility
4. alienation in relations between youngsters and adults

IMM (Immaturity):

Def.: fails to display those responses, attitudes, points of interest and perceptions which are expected for his age level. (Do not mistake this with physical immaturity).

HIGH SCORE:

He shares attitudes of younger level.

He is naive in evaluation of his own and others motivations.

He represses or suppresses problems

He shows lack of insight.

He expresses anxiety through somatic symptoms.

He is less cynical, more interested in creating a good impression.

He is below average in intelligence.

He is more retarded in school.

THE HIGH IMM SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

CPI	Intercorrelations among Jesness Scales
Good Impression (+55)	Repression (.59)
Self-Control (+43)	Autism (.48)
Socialization (+40)	

NOTATION: Subjects are less cynical and more concerned with creating a good impression.

FRICOT RANCH: Scores on immaturity are positively related to: conformity, non-aggressive behavior, and low social status. Immature subjects have below average intelligence and achievement test, and are somewhat retarded in school.

AU (Autism):

Def.: Unrealistic self evaluation, concern over bizarre thoughts the distortion of reality according to one's personal desires or needs.

HIGH SCORE:

He sees himself as self-sufficient, smart, good-looking, and tough.

He has concern about "hearing things."

He feels something is wrong with his mind.

He likes to daydream, prefers to be alone, and is fearful.

He expresses many somatic complaints.

He has fragmented disjointed speech, lack of insight, lack of responsibility, and low social status.

He is socially immature, easily perturbed, and displays hostile aggressive behavior.

His perception and planning is unrealistic.

He does not differentiate between self and what is not self, or from objective reality.

THE HIGH AU SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

CPI

Socialization (-69)
Sense of Well-Being (-66)
Achievement of Conformity (-59)
Tolerance (-54)

AL (Alienation):

Def.: the presence of distrust and estrangement with others, especially authority figures. (A hostile attitude underlies many of the responses.)

HIGH SCORE:

He is skeptical and critical of others.

He views those in authority as unfair, domineering, and not to be trusted.

He tends to externalize, projects his own feelings on others. (Negative Leadership)

Even though he is unfair and untrustworthy, he does not admit it; he tends to deny problems within himself.

THE HIGH AL SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

CPI

Intellectual Efficiency (-71)
Tolerance (-68)
Capacity for Status (-63)
Responsibility (-61)
Achievement via Conformity (-60)

FRICOT RANCH:

Scores on Al are related to nonconforming behavior such as a negative attitude toward police, and group or gang type delinquent activity.

MA (Manifest Aggression):

Def.: perception of unpleasant feelings, especially anger, and discomfort concerning their presence and control

HIGH SCORE:

He is aware of, and made uncomfortable by, his feelings of anger and hostility.

He believes he reacts readily with emotion, and he is concerned with controlling his feelings.

He expresses disappointment with others and is frustrated in his efforts to understand and feel comfortable with himself.

He has a background history of difficulty with peers.

The MA Score shows the highest relationship of any scale with aggressive, assaultive behavior.

Other terms which could have been used instead of Manifest Aggression are: affectivity, feelings of anger, hostility, affect-discomfort, and disenchantment.

HIGH SCORE ON OTHER SCALES:

Autism (.63)
Alienation (.58)
Denial (.66)

THE HIGH MA SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

CPI:

Achievement via Conformity (-85)
Self-Control (-79)
Tolerance (-79)

WD (Withdrawal):

Def.: a tendency to resolve lack satisfaction with self, and with others by passive escape or isolation.

HIGH SCORE:

He perceives himself as depressed; dissatisfied with himself.

He feels sad, misunderstood, and although he prefers to be alone, he feels lonesome.

He sees others as poorly controlled, and is displeased by their aggressive behavior.

He feels that fighting is bad.

He may lack aggressiveness.

Content suggests the term "dysthymia" which is a combination of withdrawal and depression.

Those high on the scale have previous history of tending to be isolated.

HIGH SCORES ON OTHER JESNESS SCALES:

Denial (-.59)
SA (.51)
SM (.48)

THE HIGH WD SCALE IS SIGNIFICANTLY ASSOCIATED WITH:

Responsibility (-64)
Sense of Well-Being (-55)
Intellectual Efficiency (-53)

SA (Social Anxiety):

Def.: emotion discomfort associated with interpersonal relationships.

HIGH SCORE

He feels and acknowledges nervous tension.

He feels and acknowledges self-consciousness.

He sees himself as sensitive to criticism.

Notation: These scores peak at age 11.

THE HIGH SA SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

Responsibility (-61)
Capacity for Status (-59)
Intellectual Efficiency (-54)
Sense of Well-Being (-51)

FRICOT RANCH:

The high scorer would tend to be alone during the commission of delinquencies and tend to have trouble with peers.

REP (Repression):

Def.: "hypernormality" - the exclusion from conscious awareness of, or failure to label, feelings ordinarily experienced.

HIGH SCORE:

He does not admit to, or is not aware of dislike or rebellion, or feelings of anger.

He is generally uncritical of himself and others.

He shows a flat effect, lack of insight, and lack of social poise.

He displays attitudes similar to hysteroid personalities.

The high score indicates an unconscious exclusion rather than conscious supression or deception.

HIGH SCORE ON OTHER JESNESS SCALES:

Immaturity (.59)
Very low with other scales

THE HIGH REP SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

CPI
Achievement via Conformity (+59)
Sense of Well-Being (+59)
Good Impression (+49)
Self-Control (+41)

FRICOT RANCH: Data showed a negative relationship with achievement test scores and IQ.

DEN (Denial):

Def.: a denial of family conflicts or family inadequacies.

HIGH SCORE:

He sees parents without faults, and does not admit to conflict with his parents.

He denies personal inadequacies and unhappiness.

He has an unwillingness to criticize; he suppresses critical judgment.

He avoids unpleasant feelings about interpersonal relationships.

Notation: A moderately elevated score may be indicative of good emotional adjustment and optimism.

LOW SCORE: Suggests presence of family conflict and willingness to admit to these and other problems. A low score also indicates low ego strength and dependency feelings.

HIGH SCORE ON OTHER JESNESS SCALES:

VO (-.70)
REP (.18)

THE HIGH DEN SCORE IS SIGNIFICANTLY ASSOCIATED WITH:

CPI: Intellectual Efficiency (+72)
Sense of Well-Being (+71)
Tolerance (+65)
Achievement via Conformity (+60)
Responsibility (+53)
Self-Control (+53)

FRICOT RANCH: High scores were related to high social status rated by peers.

My Observation: This score rises considerably on Pre & Post test. Probably this is due to subject being away from home and blocking out points of conflict and undesirable incidents.

APPENDIX D

BOYS TOTEM TOWN

TOKEN ECONOMY

HANDBOOK

BOYS TOTEM TOWN

TOKEN ECONOMY

HANDBOOK

JAMES H. HAYES

ASSISTANT SUPERINTENDENT

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I. Purpose

The primary purpose of this system is to focus the attention of both staff and boys on behavior period by period. The second purpose is to create a positive, meaningful reward system to reinforce positive changes in behavior.

We hope to make both the feedback and rewarding process more closely connected to a boy's actual behavior. This should make the connection between behavior and result more understandable and explainable. Under those conditions, theory says learning should improve.

Overall consistency in scoring by staff will be a critical factor in the success or failure of such a system. It is essential that neither positive or negative extremes in scoring are overused, because they will lose their meaning and reinforcement value. However, you are encouraged to use these extremes whenever you can identify specific behavior to justify them. Scoring everyone satisfactory all the time would also defeat our purpose. The keys are balance and specific behavioral reasons for your scoring.

II. DAILY SCORING GUIDELINES

a. Sample Scorecard

SECURITY UNIT DAILY SCORECARD

NAME _____ DATE _____

SCHOOL	CONDUCT 0-4	EFFORT 0-4	TOTAL
I			
II			
III			
IV			
V			
VI			
TOTAL			
WORK JOB 0-10 points			
CITIZENSHIP 0-10 points per period			
3:30-5:00			
6:00-7:30			
7:30-9:00			
Total			
Bonus Points (Add)			
Fines (Subtract)			
DAILY TOTAL			

Each boy would receive his daily scorecard at the end of his first class period in school. The teacher would enter the boy's name, date, and score for that period.

Boys on OTC or similar assignments will get their scorecard from Mr. Maloney. He will enter their name, date, and a satisfactory score for the periods missed unless he is made aware of specific behavior warranting a higher or lower score. This will be done on their return to B.T.T.

Boys who miss first period will be responsible to see that teacher later to get his card. Boys with excused abscenses should be given a satisfactory score. It will be the boy's responsibility to see the teacher's whose class he missed to receive his score.

All scores should be made in ink by staff and initialled.

Any boy losing his card will be responsible to ask for a new one and seek out the appropriate staff to be graded again within 24 hours.

If a boy receives a duplicate card, the fine box should be checked to see if he is trying to avoid recording of a fine received.

b. School Score

Teachers should collect the scorecards at the beginning of each period. Five - ten minutes should be set aside at the end of the period to score each boy's card, return it to him and give any necessary verbal feedback

Suggested Guidelines for Scoring:

0 - unexcused absence or serious problem behavior
1 - less serious identifiable problem behavior
2 - needs identifiable improvement, but not serious problem in class
3 - good or satisfactory class performance and excused absence
4.- identifiable specific positive behavior or improvement'

Sixth period teachers should total and make the daily school score for each boy in his class. On Wednesday, this will be done by the religious release instructor.

Boys assigned to work during a class period should be graded each period by the staff supervising that assignment using the same guidelines and points as teachers use.

c. Work Job Score

At the end of the evening work job period, each staff should set aside five - ten minutes to score each boy they supervise. This score will be on a scale 0 to 10 points. The emphasis should be on how many points he has earned. The suggested guidelines are as follows:

Criteria: 1. attitude and effort
2. dependability and responsibility
3. conduct
4. quality of work done

Point Scale: 0 - 4 -- extremely poor performance or behavior problems
5 - 6 -- no major problems, but requires improvement in one or more areas
7 -- good behavior and performance, satisfactory
8-9-10 -- specific, identifiable exceptionally good performance in one or more areas

d. Citizenship

Citizenship will be graded at the end of each activity period in evening program. Five - ten minutes will have to be allowed at the end of each activity for scoring and verbal feedback. A scale of 0-10 will be used to indicate points earned each period.

Criteria for Scoring:
1. behavior towards others
2. efforts to improve self
3. honesty, responsibility
4. decision making ability
5. acceptance of fair limits

Point Scale: 0 - 4 -- extremely poor attitude or problem behavior
5 - 6 -- no major problem, but requires improvement in one or more areas
7 -- good, satisfactory behavior
8-9-10 -- specific, identifiable, exceptionally good performance in one or more area

e. Fines

Our present "hour" system would be replaced by a system of fines. These would be used by all staff whenever they feel that specific problem behavior should result in a specific penalty beyond the regular point system. Like "hours", these fines would be subtracted from a boy's daily score. This would then penalize his purchasing power through the token economy reward system.

Work-off as we now use it would be discontinued. Boys with fines would not be required to work. Nowever, we would schedule work projects throughout the week during which boys could voluntarily earn "bonus points". In this way, a boy could earn back some points lost through fines if he chooses to give up some of his recreation time. Also, others could earn extra points by volunteering for work projects.

Fines would be written up on slips similar to our current "hour" slips and placed in the fine/bonus box in the Supervisor's office. The number of points fined would also be written in ink on the back of the boy's daily scorecard and initialled by staff <u>in ink</u>.

FINE SLIP

NAME: _____

DATE: _____

NO. POINTS FINED: _____

REASON: _____

_____

_____

_____

STAFF: _____

Back of daily scorecard →

Fined 10 points J.H.

Fines - cont'd

For simplicity of arithmetic, fines should be given in 5 point increments.....5, 10, 15, 20, etc. As our current "hour" system, fines should be used when you believe a less tangible consequence is either ineffective or inappropriate.

Suggested guidelines for fines are as follows:

1. General Misbehavior - 5 points - Roll call disturbance, talking, etc.
2. Deliberate Misbehavior - 10-25 points - Out of bounds, cheating, not following directions
3. Harmful Behavior - 30-50 points - Name-calling, fighting, deliberate disobedience
4. Serious Misbehavior - 55-100 points - Overt defiance, assaultive behavior, W/E curfew violation
5. Delinquent Offenses - 100 or over points - Runaway (total), use or possession of drugs, theft

Under this system, going back and changing scores already given will be very difficult. A better alternative would be to set up expectations by which a boy could earn points lost back at a future time through bonus points based on improvement in behavior and attitude. However, most points lost should have to be earned back by earning scores above satisfactory or volunteering for work projects. Staff are not expected to provide ways for boys to earn back all points lost through fines or low scores. Part of the system involves the learning to accept negative results for negative behavior. Boys need to learn that it is not possible to "turn back the clock" and undue past behavior, rather our alternative in life is to change what we do today and tomorrow.

f. Bonus Points

Boys will be able to earn bonus points to be added to their daily score and thereby increase their purchasing power in the token economy reward system.

These points can be given by all staff, but the following guidelines and restrictions would be followed. There will be two ways boys can earn bonus points:

1. Voluntary Work Detail

There will be regularly scheduled work details in the evening and weekend programs. Each boy who participates in these details will receive a regular citizenship grade from the supervising staff for that period plus 5 bonus points.

Helping staff on some work outside these regularly scheduled work details will be rewarded through the regular scoring system, but not with bonus points.

2. Significant Positive Behavioral Improvement

The most important use of bonus points should be to reward a boy for some specific positive piece of behavior. Ideally, this should relate to an area of problem behavior for this boy.

Limits: 20 points/slip
60/points/week
for bonus points of this type.

A realistic balance between the ease and difficulty of earning these points will largely determine their effectiveness. Also, how well they relate to a boy's problem areas will be important.

The method of scoring these points will be identical with that used for issuing fines. The number of bonus points given should be written and initialled by the staff in ink on the back of the boy's daily scorecard. Then a more detailed explanation should be written on a bonus slip and placed in the fine/bonus box in the Supervisor's office.

NAME: _____

DATE: _____

NUMBER OF BONUS POINTS: _____

REASON: _____

_____

_____

STAFF: _____

Back of

Daily Scorecard →

Fined 10 points J.H.
15
15 Bonus points J.H.

g. Weekend Scoring

The regular scoring system will be suspended during the weekend. This should give both staff and boys some relief from the intensive concentration on behavioral evaluation and feedback. It also is more practical and does not penalize boys on weekend visits home.

However, fines and bonus points would still be used on the weekend. Boys on scheduled voluntary work details would earn 5 bonus points per hour of satisfactory work. These fines and/or bonus slips would be placed in the fine/bonus box in the Superivsor's office. Then, Mr. Casey or myself will record them on the following Monday. No recording by group staff would be required on the weekend. Staff should mark these slips (W/E), so that we can spot them for recording.

h. Scoring Outside of School and Activity Periods

In between scoring periods, during the nightshift, and before school begins in the morning ------ fines and/or bonus points would be used to effect a boy's daily score. These guidelines are spelled out under those two catagories.

Fines and/or bonus points given during the week at times boys do not yet have their cards should be marked (N/C), so that we can spot them for recording.

III. TABULATION PROCESS

a/ Daily and Weekly Totals

The daily scores will tabulate into these approximate figures:

Area	Satisfactory		Top Possible
School	36		48
Work Job	7		10
Citizenship	21		30
Fines	0		0
Bonus Points	0	Average	12
Daily Total	64		100

The scoring week would begin every Friday morning and end Thursday night. The weekly score would total up as follows:

Area	Satisfactory	Top Possible
School	180	240
Work Job	35	50
Citizenship	105	150
Fines	0	0
Bonus Points	0	60
Weekly Total	320	500

b. Group Leaders

Group Leaders will assume the daily tabulation of each boy's score during group time in the dorm. The steps to be followed are described below:

1. Add the school total, work-job score, and citizenship total on each boy's card. Then add any bonus points and subtract any fines listed on the back. Fill in the daily total blank on the card. It is possible that a boy's daily total could be a minus (-) number (below zero).

2. Record each of these daily totals on each boy's individual scoresheet (School, Workjob, Citizenship, Fines, Bonus Points, and Daily Total) each night. These sheets will be kept on a clip board in the caseworker's office.

3. Deposit each boy's daily total in his token economy account each night. This account record will also be kept on a clip board in the caseworker's office. No boy will be allowed to go more than 100 Points in the hole. This is to prevent anyone from becoming hopelessly in debt.

4. On Thursday night only, group leaders would total each boy's weekly score on the individual scoresheet and record these totals on the Group Scoresheet provided on the clip board by Mr. Casey. When completed, the Group Scoresheet should be placed in Mr. Casey's mailbox.

5. All daily scorecards should be placed in the appropriate caseworker's mailbox after recording each night.

This process of tabulating and recording scores during group time can become a group or individual process of looking over how the day has gone for each boy. This could provide the opportunity to discuss how problems occur, praise positive change, and suggest goals for improvement.

c. Caseworkers

The Caseworker will not be responsible for tabulation, but he will be responsible to review the scorecards on his boys each morning. As leader of the treatment unit, the caseworker should discuss with staff any scoring tendencies (high or low) that he thinks should be evaluated or clarified.

The caseworker can also use these daily scorecards as a springboard to discuss with individual boys specific positive and/or negative behavior from the day before.

When he is done using the scorecard, they may be discarded.

d. Treatment Supervisor

On a daily basis, the Treatment Supervisor will collect the fine

and bonus slips. He will review them to evaluate consistency among staff in using these alteratives. He will have the responsibility to discuss any questions regarding their appropriateness with the staffing unit caseworker and the staff involved. In his absence, the Assistant Superintendent will review these daily. He will also check to seo that each of these fines and/or bonus' have been recorded on the boy's daily scoresheet.

As in the past, no one can change any score, fine, or bonus given EXCEPT THE STAFF ORIGINALLY GIVING IT.

On Monday, the Treatment Supervisor or Assistant Superintendent will be responsibile to record any weekend fines or bonus slips on a boy's individual scoresheet.

On Friday, the Treatment Supervisor will tabulate each group's score for the week, evaluate each boy's weekly score for recognition rewards, read and post these scores and all bonus slips, and record all recognition rewards earned. Fine slips will be given to the group leaders each Friday for their information and use in group. They can then be discarded.

IV. REWARD SYSTEM

Our reward system will be divided into two parts: token economy and recognition.

a. Token Economy

This system would be the direct result of a boy's ability to earn points and thereby purchase the rewards of his choice. The prices placed on these rewards are intended to make them within reach for most boys if they give a reasonable amount fo effort at improving their behavior.

Nightly Canteen Rewards:

Each night, M-F, the Treatment Supervisor or Assistant Supervisor will operate a canteen at 9:00 P.M. in the dining room. The following items will be available for purchase and use during group time:

Pop	20 points
Candy Bar	20 points
Potatoe Chips	20 points

All purchases will be recorded as withdrawls on the boy's token economy account record at the time of purchase.

New boys (less than two weeks in the open program) could make canteen purchases from their daily scorecard with any points over 50 for the day.

Miscellaneous Rewards:

The following items could be issued by a boy's Caseworker, Group Leader, Treatment Supervisor, or Assistant Superintendent. They should be recorded by the staff as withdrawls on the boy's token economy account record at the time of purchase.

Phone call to a friend (5 minutes)	50 Points
Extra letter to a friend	25 Points

This item would be issued by one of the model club leaders only:

Model	50 Points

Weekend Rewards:

All boys would begin starting to make deposits in their token economy account on their second Friday in the open program. From then on he can purchase a weekend at home everytime he saves 600 points. This should approximate our present system of scheduling special weekends every other week based on scores just a little below satisfactory.

Regular Weekend	600 Points
Staying out late Saturday night (with parents permission)	25 pts/hour
Friday night early weekend	900 Points

Boys would apply for regular or Friday night weekends at 9:00 P.M. Roll Call to the Treatment Supervisor or Assistant Superintendent every Monday night. This list will then go to the Caseworker's for tenative approval based on potential purchasing power and any other factors involved.

Then on Friday A.M., the Caseworkers will check for final approval and record the purchase. Boys must have the necessary points by Friday A.M. or else postpone the purchase until the next week. After this final check, the secretaries will check out money and possessions for boys going home for the weekend.

Boys wanting permission to stay out late (after 9:30 P.M.) on Saturday night will have to make this request to their caseworker earlier in the week. Parents permission would have to be obtained and final approval would depend on purchasing power as of Friday A.M. This would be checked by the Caseworker and record the purchase.

b. Recognition System

Our current system of recognition rewards would continue by merely adjusting the scores needed to earn recognition.

SCHOOL	WORK JOB	CITIZENSHIP	FINES	BONUS	TOTAL
200+	40+	120+	0	10+	370+

These scores are based on a boy earning above satisfactory scores in each area consistently.

The Treatment Supervisor would check, mark, and record all individual recognition rewards on Friday. The rewards and record keeping system would remain the same as it is now.

Sunday Home Visit (12:30-4:30)	1 recognition
Sunday Home Visit (12:30-7:30)	4 weeks in a row of 40+ in the Kitchen
Recognition Weekend	2 weeks of recognition in a row
Group Recognition Weekend	4 weeks of group recognition in a row

Group recognition would remain the group with the top average score for the week above 320 points.

V. WEEKLY SYSTEM

There would appear to be a need to decrease a boy's dependency on this type of intensive feedback system and return him to a more "normal" level by placing him on a weekly scoring system when release is anticipated within a month or other factors make this desirable. This determination would be made by the caseworker in consultation with other members of the treatment team.

These boys would be given a weekly scorecard during 1st period every Thursday morning. They would then be graded that day on the basis of their performance during the past week. These cards will be color coded to insure staff awareness. Bonus points and fines would continue to be tabulated daily on these boys by the Treatment Supervisor or Assistant Superintendent. Any staff giving a boy a bonus slip or a fine who is on this weekly system should mark the bonus or fine slip as follows (W) to alert the Treatment Supervisor or Assistant Superintendent of their need to record it the following A.M.

The weekly score card would be based on the same point system and would look like this:

WEEKLY SCORECARD-OPEN PROGRAM Name Date			
School	Conduct 0-20 Sat.=15	Effort 0-20 Sat.=15	Total
I			
II			
III			
IV			
V			
VI			
Total			
Workjob (0-50) Sat.=35			
Citizenship (0-150) Sat.=105			
Bonus Points			
Fines			
Weekly Total			

The weekly citizenship score for these boys would be determined by his group leaders, but other group staff would be encouraged to offer their opinions for consideration. Fines or Bonus points given on Thursday would be marked on the back of the boy's weekly scorecard as given.

These proceedures should result in the same type of weekly score and reward system as that used for boys on the daily scorecard.

VI. SUMMARY

We have attempted to thoroughly think through the details of this system before completing this handbook. However, we also recognize that scoring guidelines, prices, and tabulation proceedures may prove inappropriate based on the reality of use. All parts of this system will be open to change or discard based on future experience.

We also recognize that initiation of such a system will naturally involve considerable discomfort and "getting used to" by staff and boys alike. We hope that everyone will give this system enough time to make this kind of adjustment before making drastic changes or seeking to discard it.

It should also be emphasized again the importance of overall staff consistency in use of the guidlines provided in making such a system work. These guidelines are not intended to be restrictive to individuality, but to maintain a balance between consistency and individuality.

It should also be noted that this system is intended to compliment, not replace, our other areas of treatment methodalogy such as: remedial teaching, group counseling, recreational instruction, individual and family counseling, etc.

BOYS TOTEM TOWN

TOKEN ECONOMY PRICE LIST

ITEM	PRICE
Pop during group time	20 Points
Candy bar during group time	20 Points
Potatoe Chips during group time	20 Points
Phone call to a friend (5 minutes)	50 Points
Extra letter to a friend	25 Points
Model for model club	20 Points
Regular Weekend	600 Points
Staying out late Saturday night (with parents permission)	25 Points/hour
Friday Night Early Weekend	900 Points

BOYS TOTEM TOWN

TOKEN ECONOMY ACCOUNT RECORD

NAME _____

DATE	EXPLANATION	DEPOSIT	WITHDRAWL	BALANCE

BOYS TOTEM TOWN INDIVIDUAL SCORE SHEET

NAME _____

Deposit in Token Economy Account

DAY	DATE	SCHOOL	WORK JOB	CITIZENSHIP	+ BONUS POINTS	- FINES	DAILY TOTAL
F							
S							
S							
M							
T							
W							
T							
WKLY SCORE							
F							
S							
S							
M							
T							
W							
T							
WKLY SCORE							
F							
S							
S							
M							
T							
W							
T							
WKLY SCORE							
F							
S							
S							
M							
T							
W							
T							
WKLY SCORE							

Place this sheet in Group Notebook when completed

BOYS TOTEM TOWN GROUP SCORE SHEET

FOR WEEK OF _____ (Complete and turn into Mr. Casey Thurs. night)

NAME	SCHOOL	WORK JOB	CITIZENSHIP	FINES	BONUS	WEEKLY SCORE
GROUP AVERAGE						

GROUP _____